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ABSTRACT

This bibliography is another in a continuing series of ERIC/IRCD publications intended to retrieve references to recent journal articles, addresses, books, and project reports focusing on the social, political and educational development of various United States minority groups. Major emphasis is given to material, published since 1960, regarding Japanese-Americans and Chinese-Americans since the bulk of the literature on Orientals deals with these two groups. The bibliography's organization is similar to the general pattern of the literature: first, articles about social, economic and educational development , with educational development being most recently emphasized. With respect to geographical location, literature initially focuses on Orientals living in their homelands, and later turns to Oriental and American comparisons, and lastly to Orientals living in the United States. Because of the general scarcity of recent literature on this subgroup, some dissertations are included in this bibliography. An effort has been made to provide detailed annotation and where possible, complete abstracts and alternative sources. ED numbers following some items indicate that the reference is also available from the ERIC system. (Author/JM)

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ORIENTAL-AMERICANS:

AN ANNOTATED BIBLIOGRAPHY

Lorna Duphiney

Research Assistant

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INTRODUCTION

This bibliography is another in a continuing series of ERIC/IRCD publications intended to retrieve references to recent journal articles, addresses, books, and project reports focusing on the social, political, and educational development of various United States minority groups.

In an effort to present the most up-to-date material, Oriental-Americans: An Annotated Bibliography includes no publications preceding 1960. Major emphasis is given to material regarding Japanese-Americans and Chinese-Americans since the bulk of the literature on Orientals deals with these two groups. Little seems to have been written concerning Filipino-Americans, Korean-Americans, or other Oriental-Americans.

The literature seems to emerge following a fairly consistent pattern: first, articles about social, economic and political development, with educational development being most recently emphasized. With respect to geographical location, literature initially focuses on Orientals living in their homelands, and later turns to Oriental and American comparisons, and lastly to Orientals living in the United States. Because of the general scarcity of recent literature on this subgroup, some dissertations are included in this bibliography.

An effort has been made to provide detailed annotation and where possible, complete abstracts and alternative sources. ED numbers following some items indicate that the reference is also available from the ERIC system.

L. M. Duphiney

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GENERAL

1. Kurokawa, Minako. Acculturation and Childhood Accidents Among Chinese and Japanese Americans. Ph.D. dissertation, Berkeley, University of California, 1967. [Also Canadian Review of Sociology and Anthropology, 3:67-83, 1966.]

The relationship between degree of acculturation of Chinese-Americans and their rate of childhood accidents was investigated with reference to two hypotheses:

(1) the acculturated Oriental children are more likely to have many accidents than the nonacculturated since the former are encouraged to be independent and take initiatives which would increase their exposure to hazards; and, (2) children who suffer from acculturation conflict are likely to have many accidents because they are unable to cope with hazards due to the ensuing tension and frustration.

While the hypotheses were supported and further conclusions drawn with respect to cultural differences, no conclusions could be made regarding socioeconomic differences and further study is recommended.

(Dissertation Abstracts, XXVIII, 4726-A)

2. Kurokawa, Minako. "Beyond Community Integration and Stability: Comparative Study of Oriental and Mennonite Children," Journal of Social Issues,25(1): 195-213, January 1969.

This paper is concerned with the discrepancy between the social system and the individual personality system with respect to optimal functioning, integration, and stability. The pressures of a social system to stabilize itself are discussed in relation to adaptive measures such as isolation of subcultures within host societies. Mennonite Canadians and Oriental children in the U.S. were compared with respect to cultural conflict they experience as their traditional social systems are disturbed. Two conclusions are drawn: (a) members of a closely knit system may be free from overt symptoms of maladjustment but not immune from covert ones; and, (b) there is a high correlation between cultural conflict and mental disturbance.

3. Lyman, Stanford M. "Contrasts in Community Organization of Chinese and Japanese in North America," Canadian Review of Sociology and Anthropology, 5(2): 51-67, May 1968.

Investigation into the contrasts between Japanese and Chinese community organization reveal substantial differences in acculturation. Japanese acculturation seems to have been accelerated by factors including established families, early growth and maturation of a United States-born second generation, rural habitation, and lack of intra-community institutionalized conflict. Among the Chinese, however, acculturation occurs more slowly because the unbalanced sex ratio, powerful intra-community urban elite, and community-bound conflict all tend to reinforce traditional ways of life.

(Sociological Abstracts, Vol. 17.6 (1969) p. 1236,#D9879.)

4. Meredith, Gerald M. "Sex and Temperament Among Japanese-American College Students in Hawaii," Journal of Social Psychology, 77:149-156, April, 1969.

The purpose of the study was to compare the sex role orientation of Japanese-American college students to the dominant group and to compare the sex temperament of Japanese-Americans with Chinese-Americans.

Few differences were found between the male groups. Among females, the Japanese-Americans scored highest, followed closely by Chinese-Americans and then Caucasians. The findings are discussed with reference to two sex role strategies--"exploitative" and "accommodative"--both related to the process of acculturation as well as to strategies for dealing with the opposite sex.

5. Record, Wilson. Minority Groups and Intergroup Relations in the San Francisco Bay Area. Berkeley: University of California, 1963. (ED 001 817)

The nature and principal areas of interracial conflict are examined, with attention given to Central Americans, Mexicans, Japanese, and Chinese. Before 1940 Asian immigrants predominated in number, but were soon surpassed by influx of Negroes. Focus is upon Negroes, comparative newcomers to the Bay Area, because of nationwide Negro-white tensions. The focus is dictated, also, by the political militancy of Bay Area Negroes in contrast to the passivity of other minority groups.

Subject headings within the study are: Minority Population Growth and the Development of Intergroup Tensions; Problem Areas in Intergroup Relations (employment, education, housing, and welfare); and, Intergroup Conflict and Social Action Movements. Developments of the past two decades are reported, and trends and prospects are assessed.

CHINESE

6. Barnett, Milton L. "Kinship as a Factor Affecting Cantonese Economic Adaptation in the United States," pp. 192-207 in Webster, Staten W. (ed.) The Disadvantaged Learner. San Francisco, California: Chandler Publishing Co., 1966.

In an article reprinted from Human Organization, Spring 1960, Barnett discusses the remarkable survival strength of the joint family system of Chinese society even when relocated in the midst of the American economy. The "Hua Ch'iao" (overseas Chinese) appear to participate in the American national culture whose economic institutions are usually thought to be disruptive and dominant while retaining their own subculture wherein a system of money and the joint family system have been native features.

The economic organization of the Hua Ch'iao's, who came primarily from the rural counties with market centers lying southwest of Canton, is described as consisting of small commercial enterprises which are either owned by a single entrepreneur or family or by a group of partners usually no more than twelve in number. A series of cases of each type of economic organization is included, all cases illustrating the fact that personnel practices are based primarily on familial and personal relations which are held to be more important than business profit. As the Chinese-American subculture continues to evolve in this country, the enclave community exercises some control over new arrivals by retaining and reconstructing aspects of the Kwangtung social structure, a process which underlies understanding the adaptation of Hua Ch'iaos in America.

7. Chen, Martin K. Intelligence and Bilingualism as Independent Variates in a Study of Junior High School Students of Chinese Descent, Ph.D. dissertation. Berkeley: University of California, 1964.

The effects of bilingualism, separately and in different combinations, on linguistic skills as measured by English tests were investigated. It was concluded that bilingualism is a factor in the inferior performance of the bilinguals. Anxiety in the test situation was purposely created and the differential effects of such stress discussed with respect to four subgroups: (1) "high" monolinguals, (2) "low" monolinguals, (3) "high" bilinguals, and (4) "low" bilinguals.

(Dissertation Abstracts, XXV, 1779)

8. Crissman, Lawrence W. "The Segmentary Structure of Urban Overseas Chinese Communities." Man, 2(2): 185-204, June 1967.

Existing research data on the characteristics of overseas Chinese are summarized and a general background of the social structure of the urban Chinese overseas is provided. They are perceived as ethnic communities in contrast to territorial communities, which form a single nested hierarchy. Two criteria for ethnic communities are: (1) provenance and (2) possession of the same surname. Activities and functions which describe the communities are discussed.

It is concluded that the interrelationship of urban and rural Chinese culture and rival society provides an explanation of both the similarity between the urban social structure in China and overseas and the surprising structural uniformity of the latter. The basic sociological principles that organize rural life--descent, locality, and occupation--are also used to order urban society both in China and abroad.

(Sociological Abstracts, Vol. 16.3 (1968), p. 434, #D0971)

9. Dawson, John, et al. "Scaling Chinese Traditional-Modern Attitudes and GSR Measurement of Important versus Unimportant Chinese Concepts," Journal of Cross-Cultural Psychology, 2(1): 1-28, March 1971.

The processes controlling susceptibility to traditional-modern attitude change are discussed. Chinese cultural affiliations which support traditional attitudes include the peer-group, reference groups, the extended family group, and clan associations. These more valued concepts are further reenforced by socialization processes such as using Chinese language and taking part in Chinese festivals.

10. Fong, Stanley L.M. "Identity Conflicts of Chinese Adolescents in San Francisco," p. 111-132 in Brody, Eugene (ed.) Minority Group Adolescents in the United States. Baltimore: Williams and Wilkins Co., 1968.

Following a description of the origins of Chinatown and its population, the author focuses on the diversity among Chinese adolescents and the groups with which they are increasingly beginning to identify. Unlike in the tightly-knit extended families who came originally from Canton in the Chinese province of Kwangtung, the Chinese-American family structure is beginning to loosen. The result is that youth, particularly boys, fall into two groups: those who have recently

arrived from China, speak the Catonese dialect and follow closely in the ways of their fathers and those who were born in America, speak English, and seek peer groups for identification. The behavior of these two groups in American and Chinese Language schools and in street clubs and gangs is described in an effort to highlight some of the conflicts of identity Chinese youth face within their families and on the broader social scene. While a high percentage of Chinese youth go on to college and advanced degrees, delinquency as well as a sense of being members of a marginal ethnic group is growing. In attempting to stabilize a positive sense of identity, Chinese youth discriminate among each other as well as between other Oriental groups such as the Japanese.

11. Fong, Stanley L.M. and Harvey Reskin. "Sex Role Strain and Personality Adjustment of China Born Students in America: A Pilot Study," Journal of Abnormal Psychology, 74(5): 563-576, October 1969.

The hypothesis that China born female college students would feel generally alienated from and in defiance of norms of the parent culture was investigated. It was concluded that, regardless of sex, naturalized and resident students clearly outranked visa students on important aspects of psychological health as measured by the California Psychological Inventory. This concurs with data in other studies regarding generation in America and degree of acculturation.

12. Grafstein, David. "A Study in Intragroup Conflict: Some Consequences of the Emergence of an Organization in Boston's Chinatown," Cornell Journal of Social Relations, 3(1): 15-26 Spring 1968.

Minority groups find various means of adapting to their host societies. When environmental change creates pressures which render a particular form of adaptation inappropriate, the leaders of the minority must change or be challenged. The outcome of the challenge will, it is proposed, shape the nature of the new adaptation of the minority to the host. An investigation is made, based on participant observation of the emergence of an organization of Chinese-Americans in Boston. It is concluded that, in many ways, intergroup conflict is influenced by intragroup conflict.

(Sociological Abstracts, Vol. 18.6 (1970) p. 1016, E4579)

13. Kang, Tai Shick. Identity and Assimilation: The Study of a Foreign Student Colony. Ph.D. dissertation, University of Minnesota, 1966.

Four hypotheses are proposed to examine the ethnic and status features of a Chinese student community at the University of Minnesota.

(1) As an ethnic community, its members are basically ingroup oriented and as a status community, its members identify themselves with a professional strata of the host community.

(2) The forces for cohesion within the community are greater than the forces for assimilation to the host society.

(3) As an ethnic community with factors of closure and innovation at work, the Chinese student community tends to cast up an array of personality types reflecting the conflicting pulls of majority-minority community.

(4) The two major adjustments to the conflicting pulls of colony and majority community are reflected in basic institutions of members of the colony.

Implications can be drawn for other minority colonies who have had to work out an adaptive pattern of life to deal with the language and cultural barriers between minorities and the host culture.

(Dissertation Abstracts, XXVIII, 2349-A)

14. Lee, Rose Hum. Chinese in the U.S. of America, New York, N.Y.: Oxford University Press, 1960.

This attempt to portray the social, economic, occupational, institutional and associational life of Chinese in the United States contains 18 chapters:

(1) Introduction, (2) Sino-American Relations, (3) Demographic Character and Trends, (4) Chinatowns, (5) Sojourners, (6) Students and Intellectuals, (7) American Chinese, (8) Chinese Culture, Social Organization, and Personality, (9) Social Institutions and Voluntary Associations, (10) Chinese Immigrant Family, (11) Stranded and Established Families, (12) Economic Organization and Social Structure, (13) Chinese Christian Churches, (14) Social Disorganization, (15) Personal Disorganization, (16) Americans Look at Chinese, (17) Chinese Look at Themselves, and (18) Retrospect and Prospect. There are also 3 appendices:

(a) Chinese Students and Alumni Services,

(b) Chinese Institutions and Associations,

and, (c) Glossary and 100+ Item Bibliography.

15. Lesser, G.S., G. Fifer, and D. H. Clark. "Mental Abilities of Children from Different Social Class and Cultural Groups," Monographs of the Society for Research in Child Development, 30(4), 1965. (ED 003 293)

The verbal and reasoning ability, number facility, and space conceptualization of 320 middle- and lower-class Chinese, Jewish, Negro, and Puerto Rican first graders were studied to examine the effects of social class, cultural background, and sex on the development of these various mental abilities. A modification of the Hunter College Aptitude Scales for Gifted Children was individually administered in three 30- to 45-minute sessions by a bilingual psychometrician, a member of the child's cultural group.

In general, results indicated that: (1) social class produces significant differences in the absolute level of each mental ability but not in the patterning of these abilities; (2) ethnic group membership produces significant differences in both the absolute level and in the patterning of mental abilities; and, (3) social class and ethnicity interact to affect the absolute level of each mental ability but not to effect the ethnically determined pattern of these abilities. Specifically, middle-class children were found significantly superior to lower-class children on all scales and subtests. In verbal ability, Jewish children were significantly better than all other ethnic groups. Chinese ranked first in space conceptualization. Social class position produced a greater difference in the mental abilities of Negro children than in those of other groups on each mental ability scale. Scores of middle-class children of various ethnic groups resembled each other more than did the scores of lower-class children. Finally, with the exception of the better performance of Jewish girls, boys in all ethnic groups scored higher on the verbal and space scales than girls. The findings indicate that although social class and ethnic groups "differ in their relative standing on different functions," only ethnicity "fosters the development of a different pattern of abilities, while social class differences within ethnic groups do not modify these basic patterns associated with ethnicity."

16. Meade, Robert D. "Leadership Studies of Chinese and Chinese-Americans," Journal of Cross-Cultural Psychology: 325-332, December 1970. (ED 030 953)

This study suggests that Chinese-Americans can adapt either to authoritarian or to democratic leadership, while Chinese adapt more successfully to authoritarian leadership. These differences are considered a reflection of cultural adaptations. The sample on which the study was based included Chinese college students in Hong Kong and Chinese-American students in Hawaii.

17. Murphy, Betty. "Boston's Chinese: They Have Problems Too," Opportunity, I (3): 18-24, May 1971.

This article briefly summarizes the history of the Boston Chinese and focuses on their present social and economic problems and the programs developing to deal with the problems. In addition to the traditional Chinese Consolidated Benevolent Association, the Chinese-American Civic Association was organized in 1964 by second generation Chinese professionals, most of whom had moved from Chinatown. The educational conditions of neighboring Quincy's Chinatown and the non-responsiveness of the Tufts' Medical Center to Chinese health problems are discussed.

Since 1965, immigrants from China have been coming from Hong Kong, Taiwan, and other urban areas and find employment more quickly than the earlier rural Cantonese immigrants.

Twenty-five percent of the area's Chinese live in Chinatown today as opposed to 80 percent twenty years ago. Of this 25 percent, about 75 percent speak only minimal survival English.

18. Siu, Paul C.P. "The Isolation of the Chinese Laundryman," p. 429-442, in E. W. Burgess and D.J. Bogue (Eds.) Contributions to Urban Sociology. Chicago, Illinois: University of Chicago Press, 1964.

In the middle of the 19th Century, Chinese immigrants were driven to invent the hand laundry as a form of accommodation to the race situation. Since then it has served to isolate the laundryman and has created a type of personality which is directly contrary to the expectation of assimilation--the sojourner. The social world of the Chinese laundryman, his life organization, and his mind are oriented to homeland ties and ethnic group solidarity. Since World War II

the modification of the U.S. immigration law and the change of the communist regime in China may lead to a change of life organization. The sojourner may become a marginal man.

(Sociological Abstracts, Vol. 13 (1965) p. 387, B5904)

19. Schiamberg, Lawrence. "Some Socio-Cultural Factors in Adolescent-Parent Conflict: Cross-Cultural Comparison of Selected Cultures," Adolescence, 4(15): 333-360, February 1969.

Using a cultural anthropological approach, a comparison is made of intergeneration conflict among eight cultures: traditional Chinese, Chinese in the United States, Indian, Massai, Tallensi, Mossi, Arab, and Turkish. Social change and personality were among variables influencing differences.

20. Stodolsky, Susan S., and Gerald S. Lesser. Learning Patterns in the Disadvantaged. New York: Yeshiva University, 1967. (ED 012 291)

In contrast to the Coleman Report's stress on equal education to produce equal achievement levels among all groups, the findings of this study suggest that emphasis on equal opportunities for maximum development of groups would be a more useful educational policy for working with the disadvantaged.

Findings suggest further studies of: (1) differential ethnic group patterns as predictors of achievement; (2) the stability of these patterns; (3) their developmental antecedents; and, (4) appropriate teaching strategies.

21. Sung, Betty Lee. The Story of the Chinese in America, New York: Macmillan, 1967.

This paperback book gives a history of the Chinese in America up to and including the effects of the repeal of immigration restrictions in 1965 and contains an excellent and extensive bibliography.

22. Yuan, D.Y. "Chinatown and Beyond: Chinese Population in Metropolitan NYC," Phylon, 27(4): 321-332, Winter 1966.

Using both published and unpublished census tract reports of 1960 as data, comparisons were made between the population of New York's Chinatown and the nonChinatown population which consists of Chinese living outside of Chinatown but in New York. Compared with its counterpart living outside Chinatown, the Chinatown population in general not only lived in poverty and a blighted area but also had an unfavorable demographic structure in 1960. On the average, Chinatown had less favorable sex ratios and age structure, lower degree of education, and less desirable occupations than the non-Chinatown population.

(Sociological Abstracts, Vol. 16.3 (1968) p. 493, #D1011)

23. Yuan, D.Y. "Division of Labor Between Native Born and Foreign Born Chinese in the United States: A Study of Their Traditional Employments," Phylon, 30(2): 160-9, Summer, 1969.

The aim of the study was to examine the division of labor among the Chinese with respect to their traditional fields of employment and the relation of the division of labor to changing occupational images. Focus was on 3 areas of employment--laundries, restaurants, and professional occupations.

Laundry services contain a disproportionately high ratio of foreign born as against native born Chinese, while in the wholesale and retail trade the disparity is narrower. For professional service, there were slightly more foreign born than native born in the groups up to 35-44 years old, with the reverse being true for groups over 44 years. In general, occupational distribution of the Chinese is a function of educational level which seems to be increasing with each new generation.

Implications drawn include: (1) soon most Chinese hand laundries will have disappeared; (2) soon laundrymen as lonely sojourners will have become insignificant; (3) Chinese restaurants will remain due to the demand for them but Chinese will primarily be owners and managers, not waiters, dishwashers or cooks; and, (4) the disappearance of the above three categories and an increase in white collar workers will create a new occupational image of the Chinese.

(Sociological Abstracts, Vol. 18.7 (1970) p. 1398, #E6040)

JAPANESE

24. Abate, Mario and F.K. Berrien. "Validation of Stereotypes: Japanese Versus American Students," Journal of Personality and Social Psychology, 7(4): 435-438, December 1967.

This study was an effort to determine the extent to which stereotypes are a faithful representation of reality. It was concluded that there is relatively high agreement between self-stereotypes and those provided by opposite culture. Stereotype data about each other and themselves were drawn from 225 male and 118 female United States students and 240 male and 240 female Japanese students. It is suggested that the method employed reveals in part the degree to which each sample actually approximates its own understanding of the socially acceptable values.

(Sociological Abstracts, Vol. 18.3, (1970) p. 339, #E2223)

25. Blane, Howard T. "Sexual Role Identity Among Japanese, Japanese-American and Caucasian High School Students," Journal of Cross-Cultural Psychology, I: 345-54, December 1970.

Japanese, Japanese-American, and Caucasian high school students were tested to investigate sex role identity. Japanese students identified more with feminine roles than either of the other two groups, while Japanese-Americans identified more with feminine roles than Caucasians on one measure, but were not different on the other.

It was concluded that differences in sex role identity were related to societal definitions of masculinity-femininity and shown to be congruent with traditional Japanese ideals of modesty, self-effacement, gentleness, and similar traits judged to be feminine in Western societies.

26. Bunch, Ralph Elliott. The Political Orientations of Japanese-Americans. Ph.D. dissertation, University of Oregon, 1968.

In a replication of Almond and Verba's Civic Culture study, a sample of 300 Japanese-Americans in Portland, Oregon, were surveyed to determine their political orientations. Respondents were categorized by generation. In general Issei and Kihei are similar to Mexicans and Italians, Issei with citizenship are similar to German's civic culture, and Nisei and Sansei are similar to United States and United Kingdom expressions of culture.

(Dissertation Abstracts, XXIX, 938-A)

27. California State Department of Industrial Relations. Californians of Japanese, Chinese, and Filipino Ancestry; Population, Education, Employment, Income. San Francisco: The Journal of the California State Department of Industrial Relations, Fair Employment Practices Commission, 1965. (ED 023 509)

The 1960 United States census provides data for comparative descriptions of those California minority groups with common characteristics such as an Asian heritage, an ancestral language other than English, and a long history of prejudiced treatment and exploitation in America, especially in the West. Information is provided on population distribution, place of birth and in-migration areas of residence, educational attainment, occupational attainment and distribution, unemployment, income, and family size and characteristics. The data are defined and identified as to source, and presented in statistical, graphic, and narrative form. This is part of a series of reports on Indians, Mexican Americans,Negroes, and other minority groups living in California.

28. Caudill, William and George DeVos. "Achievement, Culture and Personality: The Case of the Japanese-Americans," pp. 208-228, in Webster, Staten W. (ed.) The Disadvantaged Learner. San Francisco, California: Chandler Publishing Co., 1966.

Based on the findings of a study of 342 Japanese families in Chicago who were among those relocated by the government during World War II, the occupational and educational levels attained by the Issei and Nisei (first and second generation Japanese-Americans) are discussed as well as possible cultural values and psychological mechanisms accounting for this achievement orientation. A major hypothesis for the research was that despite the fact that the social structure, customs, and religion of Japanese society and American society are dissimilar, "there is significant compatibility between the value systems including factors such as politeness, respect for authority and parental wishes, duty to community, diligence, cleanliness and neatness, achievement of long range goals, keeping up appearances, etc."

In understanding the success of the Japanese-Americans, Thematic Apperception Tests, Rorschachs, and psychoanalytic and social agency case studies were used which bear out the hypothesis that "the values and adaptive mechanisms of Japanese-Americans and the American lower middle class are highly compatible, while the upper lower class diverges from both these groups and presents a different psychological adjustment." Differences in adjustment between Nisei and Issei are discussed and differential achievement among Japanese-American individuals noted.

29. Caudill, W. and H. Weinstein. "Maternal Care and Infant Behavior in Japan and America," Psychiatry, 32(1): 12-13, February 1969.

A longitudinal study is reported of a matched sample of 20 Japanese and 30 United States three-four month old infants, equally divided by sex, all firstborn and from intact middleclass families living in urban settings. Observational study of babies and mothers was carried out in the homes of the infants during 1961-64. Followups were made.

It was predicted that Japanese mothers would spend more time than United States mothers with their infants, would emphasize physical contact over verbal interaction as opposed to United States mothers emphasizing verbal interaction, and would have as a goal a passive and contented baby as opposed to the United States goal of an active and self assertive baby. In general, the predictions were confirmed, with some surprises.

Culture was found to be by far the most important source of difference in the behavior of the infants, followed by father's occupation in the Japanese, but not the United States situation. Sex was of little relevance.

(Sociological Abstracts, Vol. 18.3 (1970) p. 379, #E2401.)

30. Clark, Margaret and Christee Kiefer. "Social Change and Intergenerational Relations Among Mexican-Americans and Japanese-Americans in San Francisco." Paper delivered at American Sociological Association 64th Annual Meeting, 1969, San Francisco, California: Langley Porter Institute.

"This is essentially a methodology paper which sets forth in outline some of the rewards and difficulties in studying social change by means of intergenerational family studies. The family is viewed as the vehicle of micro-traditions which lend continuity to the experience of its members over several generations, but which also makes the effects of broad historical processes on the individual difficult to evaluate due to their idiosyncratic nature. Two ethnic minorities whose cultural origins and recent histories diverge widely--Mexican-Americans and Japanese-Americans--are used to illustrate the technique."

(Sociological Abstracts, Vol. 17.5, Supplements (1969), p. 78, #8946.)

31. Daniels, Roger. The Politics of Prejudice: Anti-Japanese Movement in California and the Struggle for Japanese Exclusion. Berkeley: University of California Press, 1962.

An in-depth discussion of the sustained nativist assault of Californians on immigrating Japanese suggests chief among the reasons for this prejudice are: (1) the Japanese distinctness as a foreign group; (2) the degree to which the immigrants competed with and challenged whites in business and professions; (3) the growing unpopularity of their homeland prior to World War II; and, (4) their concentration in California where conditions favored prejudicial exclusion. Appendices include immigration figures from 1901 to 1924 and a letter from H.W. Johnson, then Governor of California to Roosevelt, suggesting the alien land act. Emphasis is on political factors in California at that time.

32. DeVos, George A. and Keiiche Mizushima. "The School and Delinquency: Perspectives from Japan," Teachers College Record, 63(8): 626-638, May 1962.

A general survey of Japanese research relating to school adjustment and delinquency was used to make a cross-cultural comparison with similar work in the United States. Japanese social scientists report a high correspondence with early truancy and maladjustment to the educative process and the appearance of delinquency later in adolescence. Studies of recidivists compared to nonrecidivists partially demonstrate that truancy, bad conduct in school, and interrupted education are all significantly present in recidivists, compared with nonrecidivists as well as the general population. These and other results are related to Merton's concept of Opportunity Structure. Patterns of delinquency in present day Japan are related to the nature of social change and the industrial, urban social environment.

(Sociological Abstracts, Vol. 14, (1966) p. 328, #B9910.)

33. Dien, Dora S. and W. Edgar Vinacke. "Self Concept and Parental Identification of Young Adults with Mixed Caucasian-Japanese Parentage," Journal of Abnormal Social Psychology, 69: 463-66, October 1964.

It was hypothesized on the basis of a pilot study that children of mixed parentage, compared to those of homogeneous parentage, have smaller self-ideal discrepancy scores as compared with discrepancies between the ideal self and parent of the same sex. Ratings of Self Ideal Father and Mother were obtained from eight males and seven

females with Caucasian father and Nisei (second generation) mothers and from matched control groups with homogeneous Caucasian and homogeneous Japanese parentage. All 3 hypotheses were supported for males, but not for females.

(Sociological Abstracts, Vol. 14, (1966) p. 133, #B8894.)

34. Dowan, Susie. English Proficiency and Bicultural Attitudes of Japanese Students. Research Project in English as a Foreign Language Program, Indiana University, 1968. (ED 027 529)

This report is a continuation of a research project, begun by B. Spolsky and E. Migliazza in the English as a Foreign Language Program at Indiana University, designed to show that foreign students whose overall integrative motivation is high (+IM) have achieved a higher standard of English proficiency than those whose integrative motivation is low (-IM). The purpose of this report is to relate the English proficiency and bicultural attitudes of Japanese students who have all studied English for about the same length of time in Japan. The equipment used for testing consisted of a taped interview from which was derived an English proficiency score and two questionnaires designed to measure degrees of integrative motivation. The first questionnaire listed 30 adjectives which are traits in a person's value system. The second questionnaire listed reasons for coming to America; students indicated the importance of each reason.

Figures based on the results show: (1) Students with a high total English score tend to have a +IM sign; (2) Length of stay in America is not a significant factor in determining whether a student had a + or - IM sign; (3) There is no positive relationship between reasons for coming to America and English ability; and, (4) Most of the students considered learning English "rather important." This has no relationship to their English score, however. The final conclusion is that Japanese students with high IM--who tend to become somewhat "Americanized"--tend to become better speakers of English.

35. Ervin-Tripp, Susan. "An Issei Learns English," Journal of Social Issues, 23(2): 78-90, 1967.

The article reports the findings of an investigation of the factors which contribute to the learning of English by Japanese immigrants to the United States. The subjects were 36 Japanese

women who married United States soldiers and came to live with them in the United States. (They were thus first generation or Issei). Their skills on a variety of English tests were correlated with a number of psycholinguistic and sociolinguistic variables. It was found that the number of years spent in the United States was the strongest predictor of fluency in English, but for the mastery of English, morphological rules and pronunciation reading was important. In order to study the effect of language on content, monolingual norms for a variety of tests were determined; the performance of the Issei on these tests was related to these norms. The Issei showed gross shifts in content with shifts in language. These findings cannot be explained adequately by self-instruction to give typical responses. In general, subjects' responses when given in Japanese resembled the Japanese monolingual controls; when given in English they resembled the unilingual English controls. However, content shift was not simply a function of language, as subdivision of data showed. Friendship patterns in the United States were shown to have a bearing on the results.

(Abstract from Language Development in Disadvantaged Children: An Annotated Bibliography, New York, New York: ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University).

36. Fong, Stanley L.M. "Assimilation of Chinese in America: Changes in Orientation and Social Perception," American Journal of Sociology, 71(3): 265-273, November 1965.

The assimilation orientation and social perception of 336 Chinese College Students were studied. Psychometric findings supported the theses that as Chinese become progressively removed from their ancestral culture and in greater contact with the dominant American culture, they show concurrent increases in their assimilation orientation and in their internalization of American perceptual norms. The indexes of progressive removal utilized were generation, citizenship, residence area, and social gaps. The westernized Chinese from Hong Kong, many of whom were foreign students, constituted a unique group. They were highly internalized by Western standards, but the less assimilation-oriented.

(Sociological Abstracts, Vol. 14, (1966), p. 719, #C1902.)

37. Haley, Jay. "Cross Cultural Experimentation: An Initial Attempt," Human Organization, 26(3): 110-117, Fall, 1967.

A sample of 80 United States families with one child each was tested with a standard interview and contrasted with a sample of 40 Japanese-American families.

Contrary to expectations, Japanese families were found to show a greater change of pattern than United States both within the test and over time on test and retest. Within the Japnese group different patterns were not found for parental interchanges with girls, younger children, or oldest son. In terms of individual speeches, Japanese family members do not speak more or less frequently than United States family members, though the Japanese father tends to speak more often in groups and the mother in the United States groups.

(Sociological Abstracts, Vol. 16.4 (1968), p. 609, #1476)

38. Horinouchi, Isao. Educational Values and Preadaptation in Acculturation of Japanese Americans. Sacramento, California: Sacramento Anthropological Society, 1967.

Contributing factors toward the success of Japanese-Americans in overcoming the handicaps of other immigrant and minority groups and in succeeding generally in educational pursuits are discussed. The educational history of Japan is reviewed as well as the experiences of the Issei and Nisei and predictions for the future of the Sanei. While a wide variety of reasons for their success are discussed, special attention is paid to the impact of the bushido code on Issei immigrants. Much like the Puritan ethic, the bushido code emphasized individual success and drive in all work, including educational pursuits.

39. Ikeda, Kiyoshi, Harry V. Ball and Douglas S. Yamamura. "Ethnocultural Factors in Schizophrenia: The Japanese in Hawaii," American Journal of Sociology, 68(2): 242-248, 1962.

In investigating ethnocultural differences and the incidence and types of personality disturbances, Okinawan and Naichi (non-Okinawan) Japanese in Hawaii were studied. One of the conclusions derived from the data was that Okinawans were at three times more risk in developing schizophrenic characteristics than were the Naichi. Two questions are raised: (1) Why are Japanese as a whole more prone to schizophrenia? and (2) Why is incidence of schizophrenia and other mental illness higher among Okinawans than Naichi?

Suggestions were made as to both ethnocultural effects and to the effects of placement in minority positions in Hawaiian social structure. Comparison with other minorities which differ in ethnocultural background and minority positions in Hawaii are suggested for further research on the relation of culture to personality disturbances.

40. Kiefer, Christine, et al. Biculturalism: Psychological Costs and Profits. San Francisco, California: Langley Porter Neuropsychiatric Institute, November 1970.

This essay on the psychological costs and profits of biculturalism attempts to clear away some of the confusion surrounding the concept of "ethnic identity" as it is applied to Americans of Japanese ancestry, and to suggest ways in which it might be used effectively--both in psycho-cultural research and in public education. In the course of a comparative study of ageing and intergenerational relations among Japanese-Americans, Mexican-Americans, and Anglo-Americans in San Francisco, the authors developed the concepts discussed in this paper. The traditional culture (ancestral traditions in the country of origin) and the subculture (Japanese-American community culture) of the Japanese-Americans are discussed. In addition, ethnic consciousness in relation to identity and self-image is explored. Particularly, differing attitudes toward the Japanese-American relocation during World War II, and other minority groups are examined.

Social deviance among Japanese-Americans is the subject of one chapter. Conclusions and summaries are made and an extensive bibliography included.

41. Matsumoto, Gary M., et al. "Ethnic Identification: Honolulu and Seattle Japanese Americans," Journal of Cross-Cultural Psychology, I (1): 63-76, March 1970.

This article discusses findings suggesting three generations of Honolulu Japanese-Americans are less ethnically identified than their Seattle counterparts. Possible reasons for this result were discussed in terms of immigration and community history, greater structural assimilation in the areas of political and economic power, and social interrelationships. Middle-class status conformity, personality differences and varying definitions of ethnic identity are discussed.

42. Nash, Dennison and Louis C. Schaw. "Achievement and Acculturation: A Japanese Example," Chapter 11: p. 206-224, in Milford, E. Spiro (ed.), Contact and Meaning in Cultural Anthropology. New York, N.Y.: Free Press, 1965.

The course of achievement motivation among two successive generations of Japanese immigrants is examined and an attempt made to explain the differences in that course in two acculturation settings. Groups of Issei and Nisei in Cuba and Chicago are studied and Caudill's hypothesis that the success of the Chicago Japanese is due to the compatibility of Japanese and American achievement values is reviewed. It is suggested that selection--not acculturative learning--accounts for changes in personality orientation among immigrants, but no substantial conclusions can be drawn until a longitudinal study is effected.

43. Okano, Yukio, and Bernard Spilka. "Ethnic Identity, Alienation and Achievement in Japanese-American Families," Journal of Cross-Cultural Psychology, 2(1): 273-282, September 1971.

The need for a strong identification with one's traditional heritage has been a chief tenet voiced in minority group movements. To test the hypothesis that ethnic identity counters the feelings of alienation attributed to minority status and supports achievement values, samples of Japanese-American high school students and their mothers were evaluated. These subjects represented Sansei and Nisei Japanese-Americans, respectively, and were selected from Buddhist and Christian churches in Denver, Colorado. Buddhist mothers were found to be more ethnically identified than Christian mothers, but their children did not differ in ethnic identity. Buddhist adolescents scored higher in both achievement orientation and alienation compared with Christian adolescents. These differences were discussed in their possible relation to differential home environments.

44. Reich, Binda and Susan Schanck. Teachers' Guide to Japanese Family, (Grades 5 and 6). The Matchbox Project: Boston Children's Museum, 1966. (ED 034 102)

The Materials and Activities for Teachers and Children (MATCH Box) Project provides for a two-week intensive treatment of a subject on the elementary school level. Each MATCH Box contains materials, equipment and activities that work together to foster the teaching/learning of the particular subject matter. THE JAPANESE FAMILY, 1966, leads the students to learn, via role-playing, the organization of the modern Japanese family and the rights and obligations of each member. The MATCH Box provides for five separate families, each slightly different as to the father's occupation and adherence to tradition. In order to role-play assigned family members, the children learn about the family structure, religion, ancestor worship, the changing economic structure, household furnishings, and some contemporary

Japanese history. Then they are "tested" by the other families to determine their manners and their understanding of the need to adhere to and honor the standards of the group. It is felt that this approach will help the children feel more sympathy and curiosity towards their Oriental counterparts than would a more general and abstract course of study.

45. Schwartz, Audrey James. Traditional Values and Contemporary Achievement of Japanese-American Pupils. Center for Study of Evaluation, Los Angeles, University of California, December 1970.

Comparison of Japanese-Americans and Anglo samples on value orientation variables support the hypothesis that the comparatively high achievement of Japanese-Americans is related more to traditional Japanese cultural values than to acquired American values. While the two groups are similar in appreciation of the value of education and the importance of peers, the Japanese-Americans are more expressive toward school, have less belief in individual action, and have higher occupational aspirations. Japanese-Americans appear to be less acculturated to the values of the American middle class than generally believed, and explanations which rely on theories of acculturation do not adequately account for their success in American society.

46. Voss, Harwin L. "Socioeconomic Status and Reported Delinquent Behavior," Social Problems, 13 (3): 314-324, Winter 1966.

This study suggests that Japanese boys in the higher socioeconomic strata are more receptive to the presentation of delinquent patterns of behavior. Anonymous questionnaires were administered to a random sample of 7th grade students in Honolulu. Information provided by the 284 MR's were analyzed. Occupation of the father was utilized as an index of SES. It was found that boys in the two higher social strata reported more extensive involvement in delinquent activities than did the other respondents. In addition one specific act--property damage--was reported more extensively by boys of 2 higher strata. A crude test of status deprivation hypothesis was attempted, with negative results. The discrepancy between occupational aspirations and expectations did not explain the findings about Japanese delinquents. However, of the 11 non-Japanese boys who were defined as experiencing status deprivation, all were delinquent.

A post factum hypothesis regarding the effect of vertical mobility on the closely-knit family system of the Japanese-Americans was tested in terms of differential association.

(Sociological Abstracts, Vol. 14 (1966), p. 994, #C3327).

47. Wedge, Bryant M. Visitors to the United States and How They See Us. New York: Nostrand Company, 1965.

In this exploration of the problem of cross-cultural communication, Chapter 4 deals with visitors from Japan. It is noted that casual friendliness in the United States is one thing Japanese visitors find hard to adjust to since casual friendship is hardly known in Japan.

(Sociological Abstracts, Vol. 16.7 (1968), p. 1248, #4273.)

48. Yamamoto, Joe."Japanese-American Identity Crisis," (pp. 133-156) in Brody, Eugene B. (ed.), Minority Group Adolescents in the United States. Baltimore, Maryland: Williams and Wilkins Co., 1968.

It is suggested that while the closely-knit system of kinship of the Japanese in this country has served to protect the Japanese-American from the full impact of discrimination felt by other minority groups, its emphasis on the conservative and traditional has been a better preparation for coping with life in the Japanese enclaves than for adapting to changing opportunities in the broader society. Personal vignettes from the author's personal experience as well as two case histories of Japanese-American adolescents in the midst of identity crises illustrate the stress encountered when an individual attempts to reconcile his identification with the Issei, Nisei, or Sansei (first, second, or third generations respectively, of Japanese which maintain strong ties to Japan) and the values of the dominant culture which do not support maintenance of strong familial allegiance.

The author, a psychiatrist of Japanese ancestry, believes that the solution to this conflict lies neither in an overidentification of the values of middle-class America nor in adopting conservative popular views, but in becoming concerned socially with promoting the welfare of all others and to be "involved consciously without the previous automatic system of family, clan, or nation." In so doing, we will be broadening our kinship circles, rather than replacing one for another.

49. Zimmerman, Paul. Citizens Behind Barbed Wire: The Japanese Relocation and Democratic Ideals in Total War (Teacher and Student Manuals). Washington, D.C.: Office of Education, 1969. (ED 041 808)

Focusing on the forcible relocation of West Coast Japanese-American citizens during World War II, the unit of instructional manuals poses the question: Can democratic ideals and processes survive the conditions of total war? Some aspects of this episode considered are: public and official reactions to the Pearl Harbor attack; racial antipathies underlying the decision for relocation; and, the consequences of relocation not only for those interned, but for all Americans, whose civil rights are threatened by the Constitutional precedents it set. Designed primarily for college-bound students, the unit is also suitable for above-average junior high students.

OTHER ORIENTAL AMERICANS

50. Keith, R. A. and E. G. Barranda. "Age Independence Norms in American and Filipino Adolescents," Journal of Social Psychology, 78:285-6, August 1969.

Based on the assumption that age norms for independent behavior would differ among Filipino adolescents and American adolecents, a 75 item Age Independence scale with four subscales was administered and analyzed with respect to national and urban/rural variations. In general, American independence age norms were lower than Filipino age independence norms, indicating that "social custom, religion, family structure, and economic opportunity contribute to wide differences in age norms for independent behavior for adolescents between the two cultures."

51. Kubany, Edward S. et al. "The Effects of Extrinsic Factors on Achievement-Oriented Behavior: A Non-Western Case," Journal of Cross-Cultural Psychology, 1(1) 77-84, March 1970.

The hypothesis that "the Western conception of intrinsic motivation may be irrelevant among cultures which attach significance to group acceptance" was tested. The sample used was a group of Hawaiian Filipino high school boys who were given a task to be done both privately and in the presence of an experimenter. The conclusion was drawn that, among Filipinos, striving for a "sense of accomplishment" may be considerably less important than the social consequences of such striving.

52. Schuh, Allen J. et al. "Filipino and American College Students' Preferences for Working Conditions," Journal of Social Psychology, 78: 281-2, August 1969.

A questionnaire regarding working conditions preferred was administered to Filipino and American college students in their own countries. Three conclusions were drawn:

(a) There are wide differences among preferred working conditions of these students;
(b) differences between female samples were more frequent than between male samples; and,
(c) greater frequency of sex differences in preferences of

certain working conditions was found for the American than for the Filipino group.

53. Yuh, Ki Sup. The Development of a Korean Group Intelligence Test. Ph.D. dissertation, Massachusetts: Boston University School of Education, 1964.

In this study a group test is developed to measure the intelligence of Korean children nine years to twelve years old. Assumptions on which the test development were based are discussed and a thorough description of items and standardization is included.

(Dissertation Abstracts, XXVI, #5887.)